



2:1 Model of Clinical Education

Professional Issues and Skill Development I
Suzy L. Cornbleet, PT, DPT & Tammy
Burlis, PT, DPT, CCS

Individualistic Model

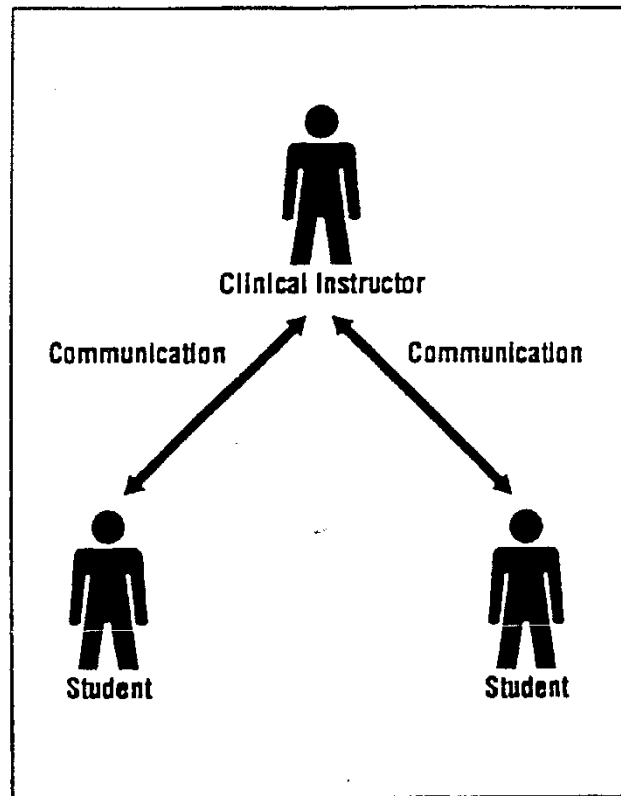


Figure 1—Individualistic Model

Split Placement Model

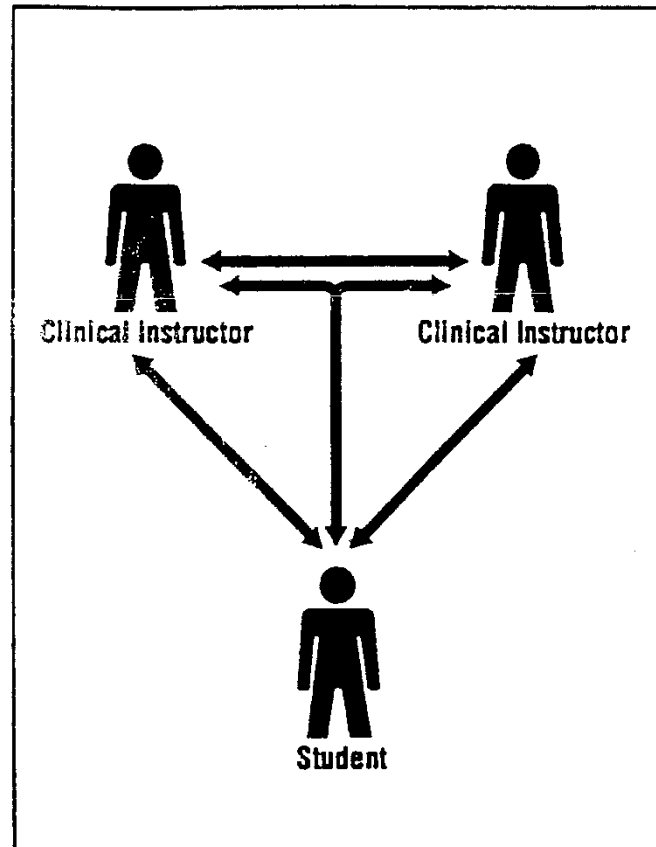


Figure 3—Split Placement Model

Collaborative Model

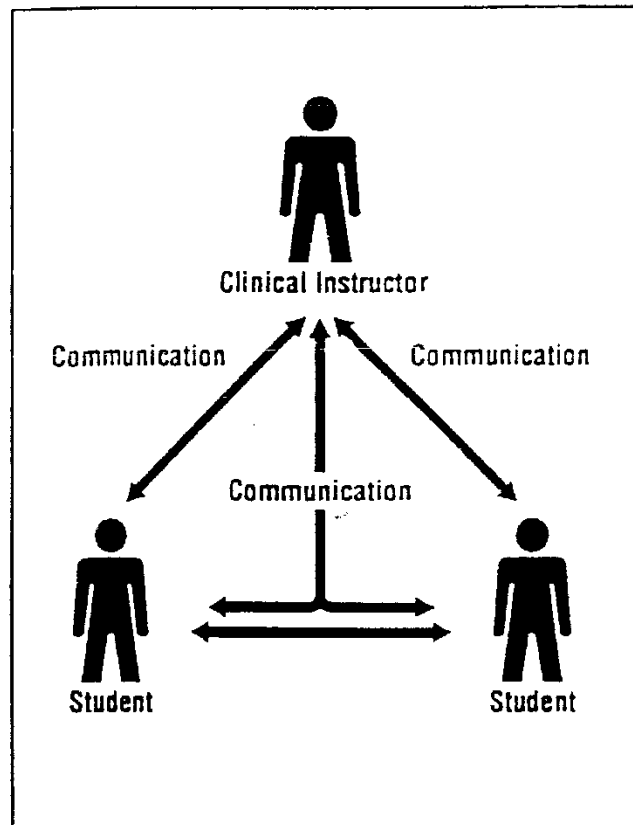


Figure 2—Collaborative Model



Collaborative Model (2:1)

- Each student is responsible for his own caseload but encouraged to consult with each other
- Consultation includes:
 - Asking for a second opinion
 - Assisting in problem solving on a case
 - Sharing something of interest



Collaborative Model (2:1)

- Decreased reliance on CI to answer all questions
- Important that CI gives up entire case load between the 2 students
- Equal division of labor – If sharing pt:
 - One student assigned to lead, the other to assist and critique for peer assessment
 - Switch roles for next shared pt.



5 Elements of Collaborative Learning (Johnson et al, 1986)

- Positive interdependence
- Face-to-face promotive interaction
- Individual accountability/personal responsibility
- Collaborative skills
- Group processing

Advantages of Collaborative Model

- Peer support & feedback from peers; less threatening environment
- Team work & communication skills
- Increased clinical placements
- Improved patient care (Declute & Ladyshevsky, 1993; Deusinger, 1993)
- Brainstorming & increased learning
- CI used more as a resource
- Increased productivity for site
- Increase student exposure to more patients

Potential Pitfalls of Collaborative Model

- Comparing performance of students
- Student competition
- Personality conflicts within the team
- Difference in competence levels of students
- Shortage of patients
- Increased documentation
- Students not in same location
- Students on first rotation
- CI's reluctance to give up patients
- Confusing students with each other



Strategies for Avoiding Problems

- Comparing performance of students:
 - Set individual expectations
 - Knowledge of student's past experience
 - Open communication
 - Complete evals at different times
 - Daily logs
 - Awareness of learning styles



Strategies for Avoiding Problems

- Student competition:
 - Stress concept of “collaboration”
 - Critique strong points as well as weaknesses
 - Team approach – open communication
 - Feedback away from patients
 - Ground rules for access to CI



Strategies for Avoiding Problems

■ Personality conflicts:

- Set expectations regarding communication from the start
- Decide when to provide feedback to each student
- Require both individual and group meetings
- Use Myer-Briggs



Strategies for Avoiding Problems

- Difference in competence levels of students:
 - May not always be negative factor
 - Provide for successful experiences for each
 - Separate meeting times
 - CI spends as much time with stronger student as weaker



Strategies for Avoiding Problems

- Shortage of patients:
 - Observe other disciplines
 - Extend treatment times
 - Do more research
 - Role-playing/practicing with each other
 - Work in other areas – ie, administration
 - Develop a project



Strategies for Avoiding Problems

- Increased documentation:
 - Be familiar with evaluation form
 - Daily logs with system of coding
 - Use paperwork time
 - Should have more free time if giving up entire caseload



Strategies for Avoiding Problems

- Students not in same location:
 - Designate another PT to supervise
 - Take both students initially – only allow separation when confident in student's skills



Strategies for Avoiding Problems

- Students on their first rotation:
 - Assign some familiar diagnoses
 - Set daily treatment priorities
 - Set weekly goals



Strategies for Avoiding Problems

- CI's reluctance to give up patients:
 - ACCE/CCCE needs to educate CI & students regarding roles
 - Offer assist for difficult patients
 - Realize CI is ultimately still responsible for all patients



Strategies for Avoiding Problems

- Confusing students with each other:
 - Take notes on discussions with each student
 - Daily logs/weekly logs
 - Pay close attention and document individual students strengths/weaknesses
 - Use shared patients for team meetings
 - Name tags!

Characteristics of CI & Students

- CI characteristics:
 - Ability to deal with time constraints
 - Ability to deal with high responsibility for pt care & pt safety
 - Flexible, relaxed, open, experienced
- Student characteristics:
 - Same knowledge & skill level
 - Average or above avg students
 - Not first-affiliation students
 - Compatible, noncompetitive